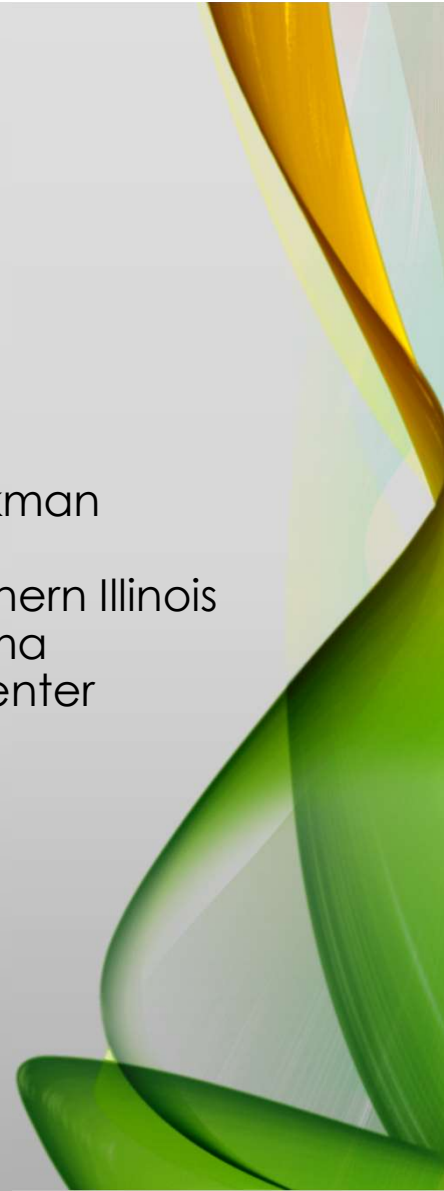


Multi-Tiered SEL Support Systems: An Overview

Dr. Matt Buckman

Resilient Southern Illinois
Stress & Trauma
Treatment Center

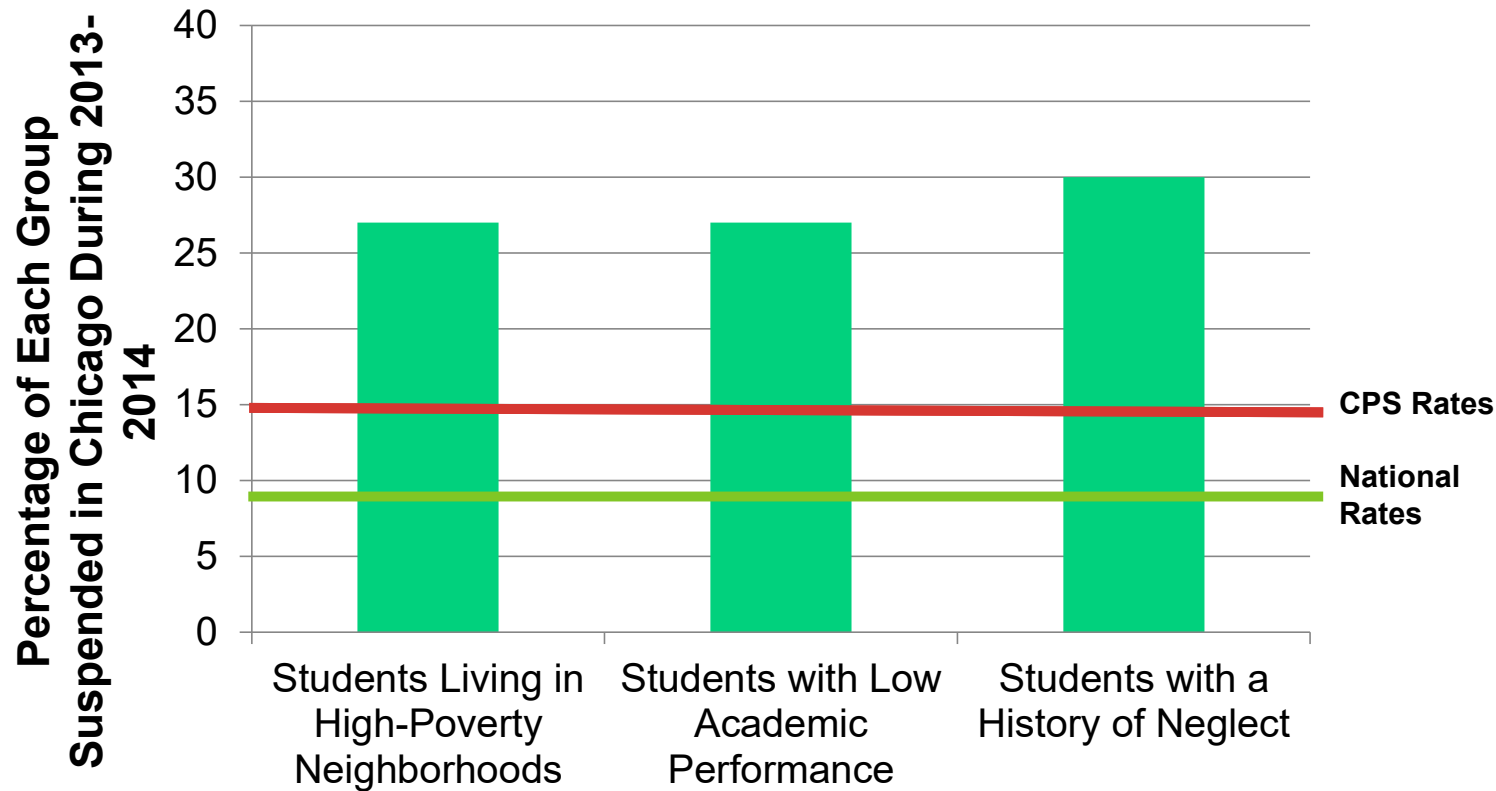




Impact of Trauma on Learning

- Decreased IQ and reading ability
- Lower grade-point average
- Higher school absenteeism
- Decreased rates of high school graduation
- Increased expulsions and suspensions

High School Students with Disadvantages Are Suspended More Often Than Other Students



(Sartain ,et al., 2015)

Adverse Child Events (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



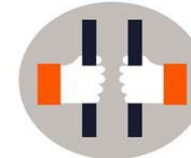
Mental Illness



Mother treated violently



Divorce



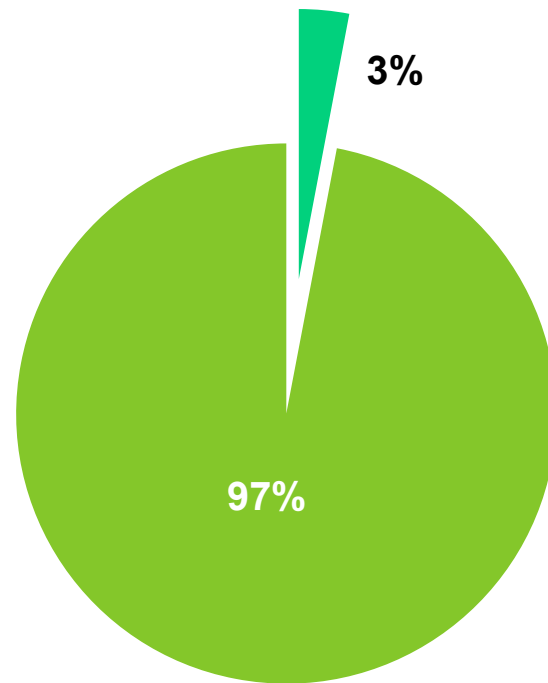
Incarcerated Relative



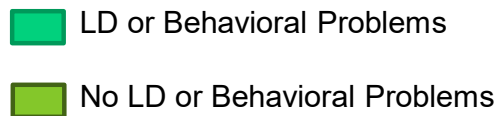
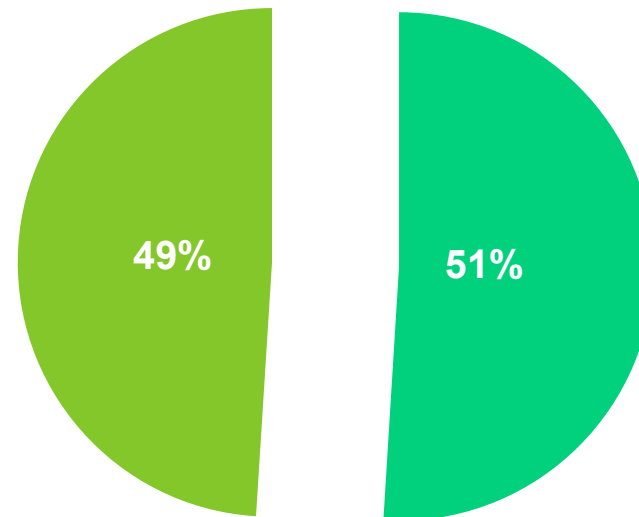
Substance Abuse

Impact of ACEs on Behavior

Children with 0 ACEs



Children with 4 or More ACEs



(Burke, et al., 2011)



How ACEs Add Up...

2 ACEs = **8x behavioral problems**
2 ACEs = **2x repeat a grade in school**

At least 1 ACE accounts for

85%

of the behavioral problems that educators see in school.

(Bethell, et al., 2014)

Backpack of burden/stress we carry

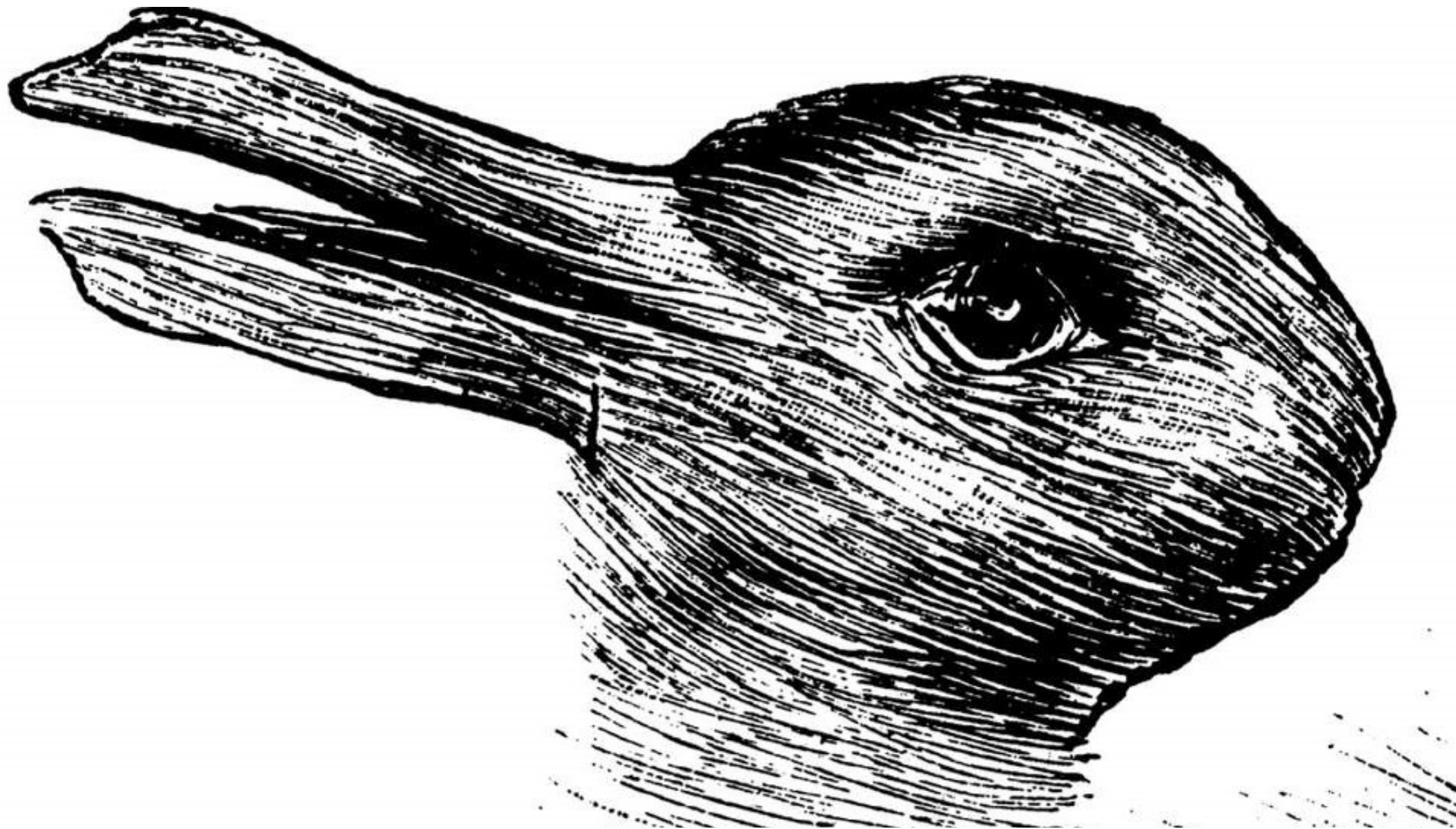
- Food insecurity
- Poverty
- Lack of transportation services
- Single parent households
- Child Maltreatment
- Less likely to graduate or perform well in school





I Wish My Teacher Knew....











Common/Traditional View	Trauma-Informed View
Students choose behavior and need consequences	Students want to do well but lack the skills or have learned bad behavior patterns
Characterizes student behavior negatively (i.e. manipulative)	Characterizes student behavior constructively (i.e. needs calming strategies)
Uses labels to describe students (“EBD”)	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Behavior is communication and serves a function
Academics focused	Whole-student focused
Student should already know the expectations	Teaches and re-teaches expectations using differentiation
Creates systems that make students work for support	All students receive support regardless of their needs
Staff-centered environment	Student-centered environment
Uses jargon with parents and non-educators	Uses language so that all can understand

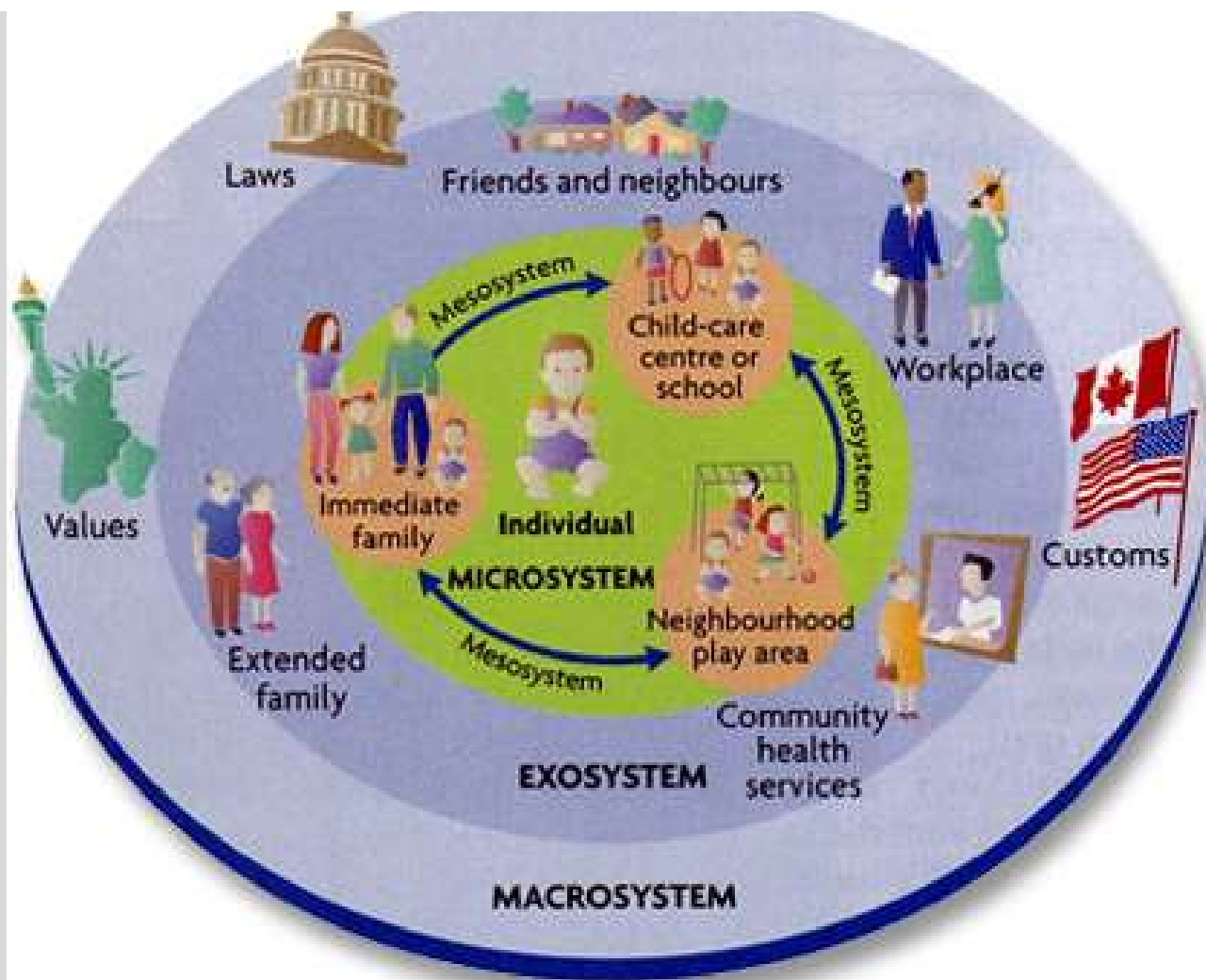


Figure 1. Bronfenbrenner's ecological systems theory (in Berk & Roberts, 2009, p. 28)

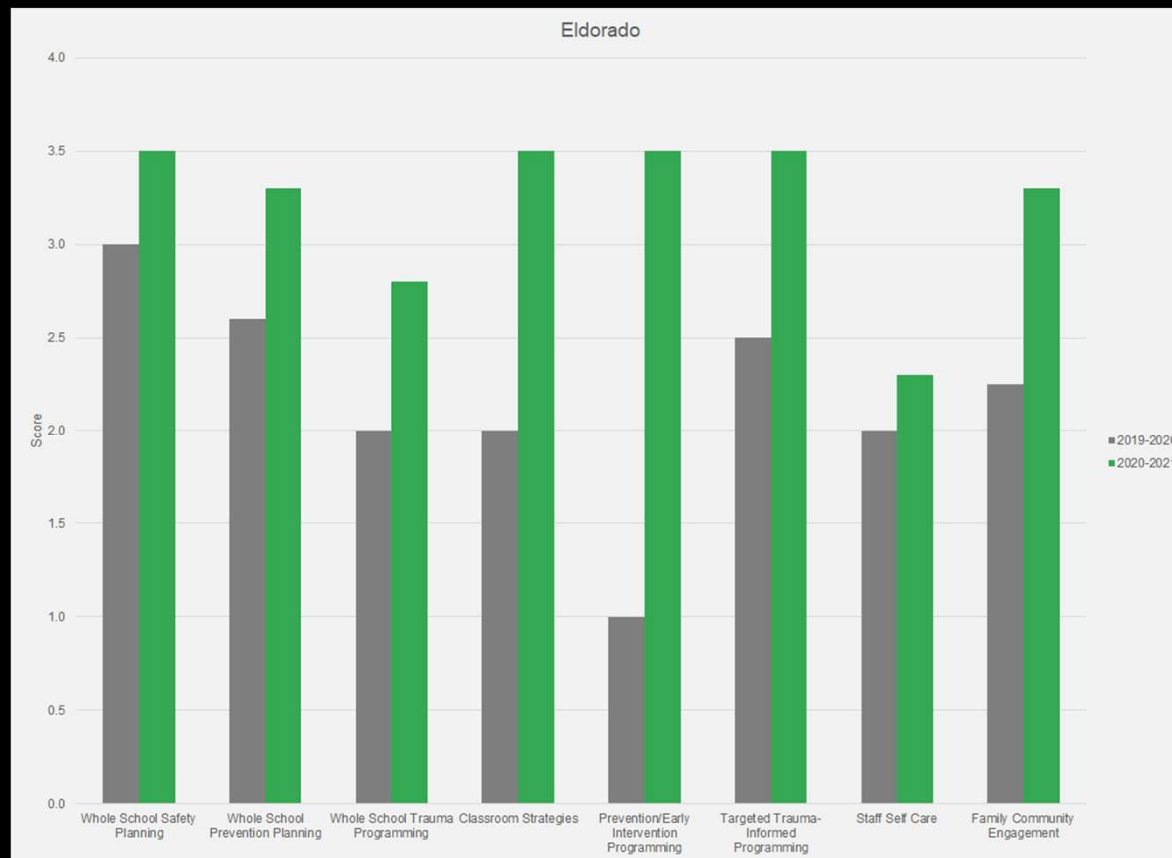
Whole School/Whole Community: Needs ID, Planning, and Monitoring

Domain	2019-2020	Descriptor	2020-2021	Descriptor
Whole School Safety Planning	3.0	Mastery	3.5	Mastery
Whole School Prevention Planning	2.6	Progressing	3.3	Mastery
Whole School Trauma Programming	2.0	Progressing	2.8	Progressing
Classroom Strategies	2.0	Progressing	3.5	Mastery
Prevention/Early Intervention Programming	1.0	Emerging	3.5	Mastery
Targeted Trauma-Informed Programming	2.5	Progressing	3.5	Mastery
Staff Self Care	2.0	Progressing	2.3	Progressing
Family Community Engagement	2.25	Progressing	3.3	Mastery

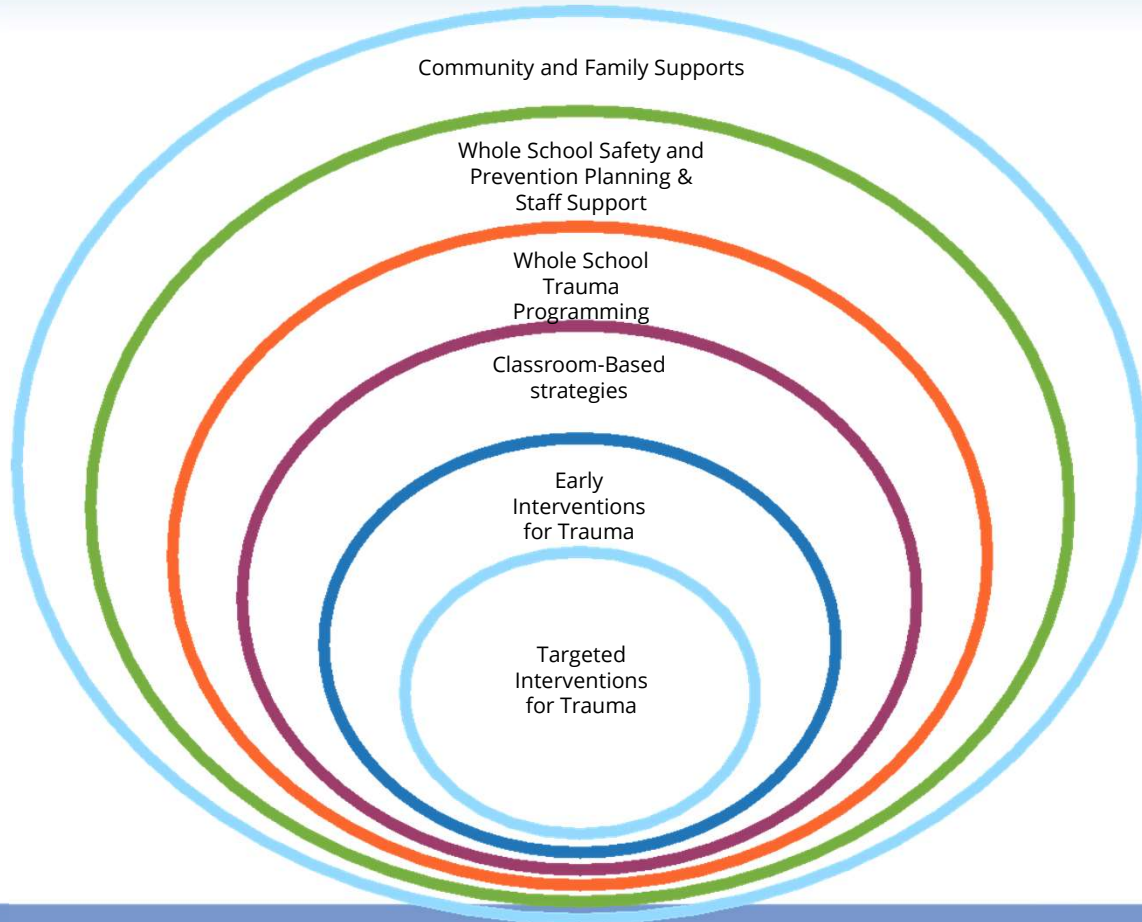
Whole School/Whole Community: Needs ID, Planning, and Monitoring

Domain	2019-2020	Descriptor	2020-2021	Descriptor
Whole School Safety Planning	3.0	Mastery	3.5	Mastery
Whole School Prevention Planning	2.6	Progressing	3.3	Mastery
Whole School Trauma Programming	2.0	Progressing	2.8	Progressing
Classroom Strategies	2.0	Progressing	3.5	Mastery
Prevention/Early Intervention Programming	1.0	Emerging	3.5	Mastery
Targeted Trauma-Informed Programming	2.5	Progressing	3.5	Mastery
Staff Self Care	2.0	Progressing	2.3	Progressing
Family Community Engagement	2.25	Progressing	3.3	Mastery

Trauma Responsive Schools Implementation Assessment (TRSIA)



SY18-19 Trauma Responsive Schools- Implementation Assessment



T
R
S
-
I
A

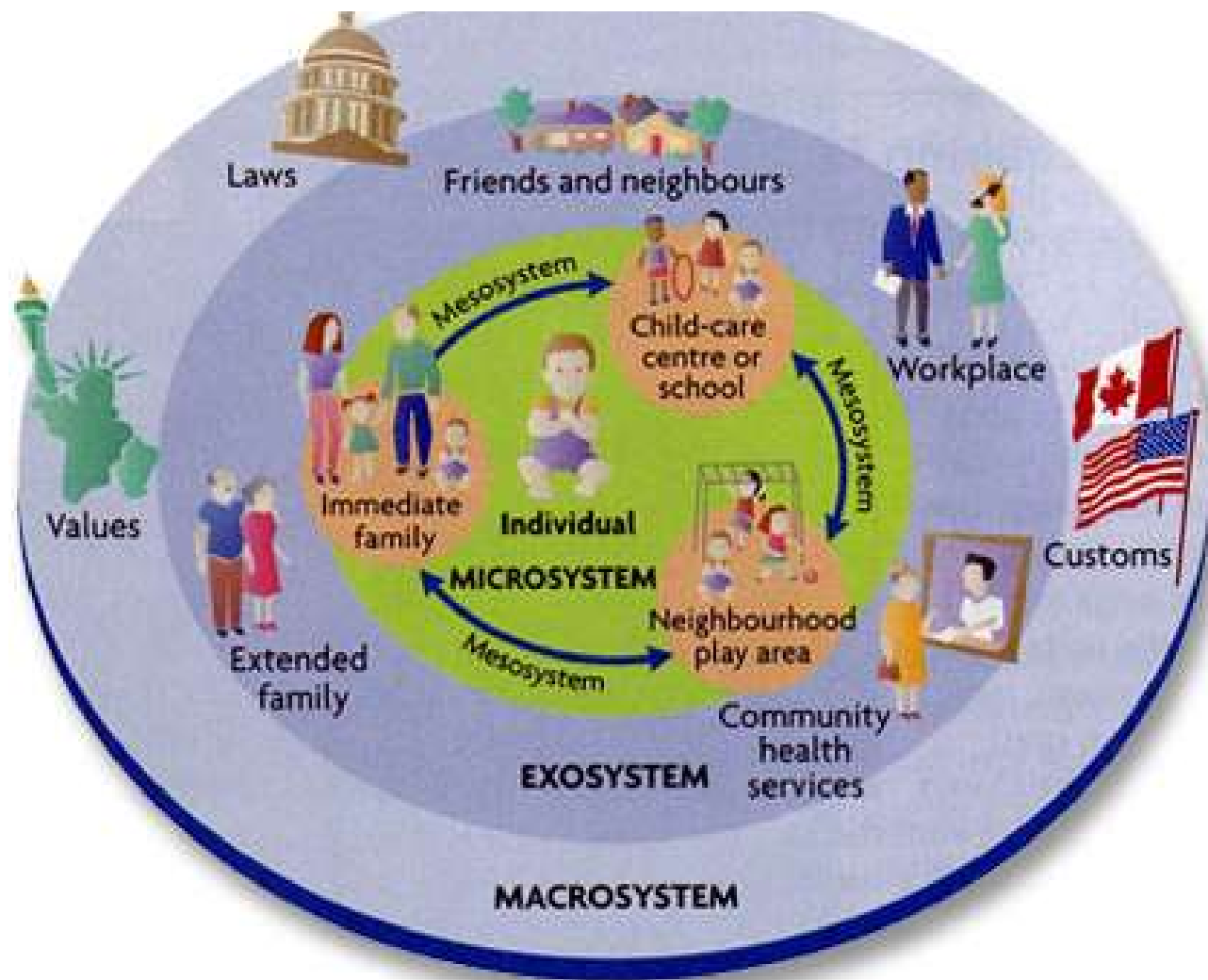
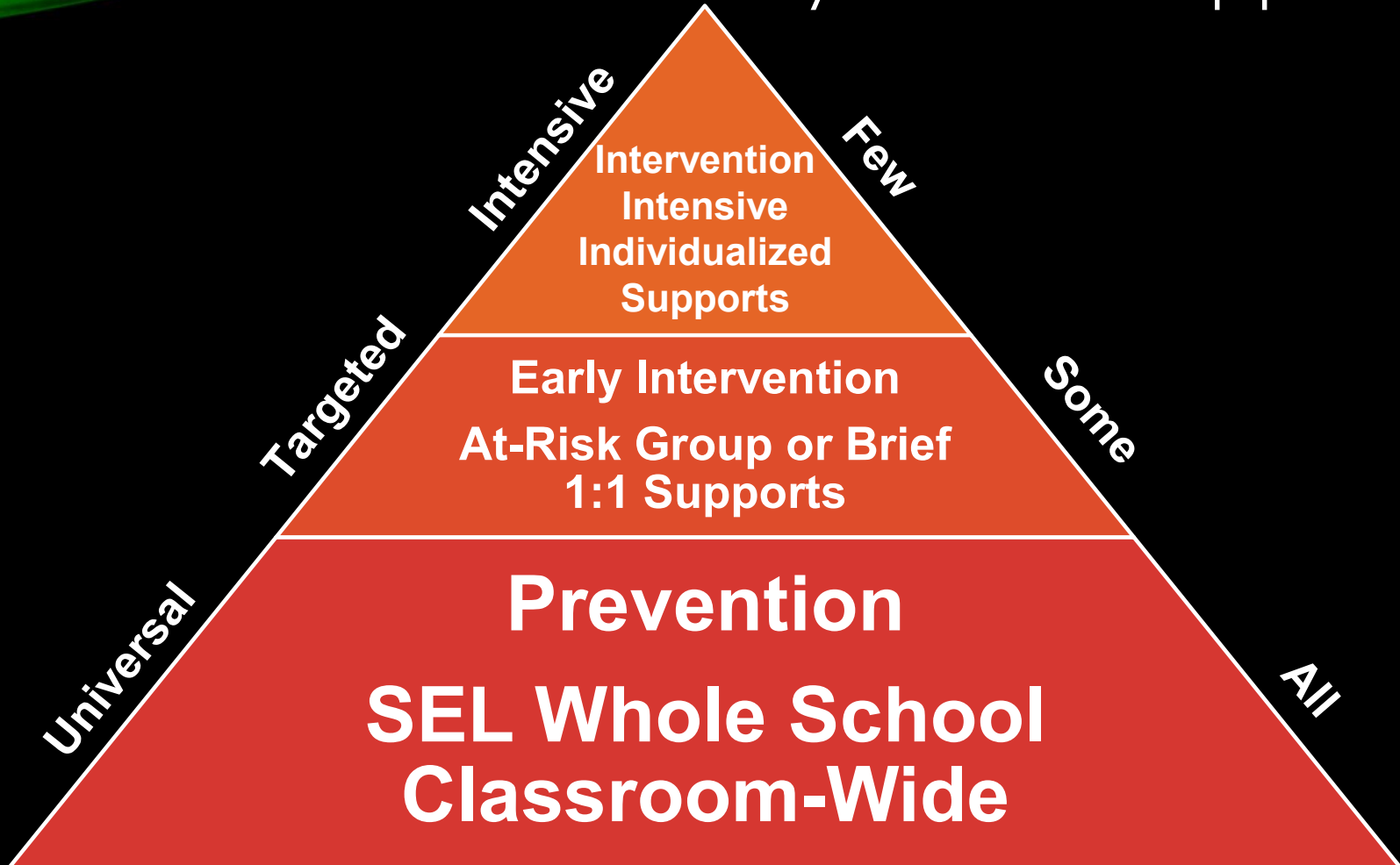
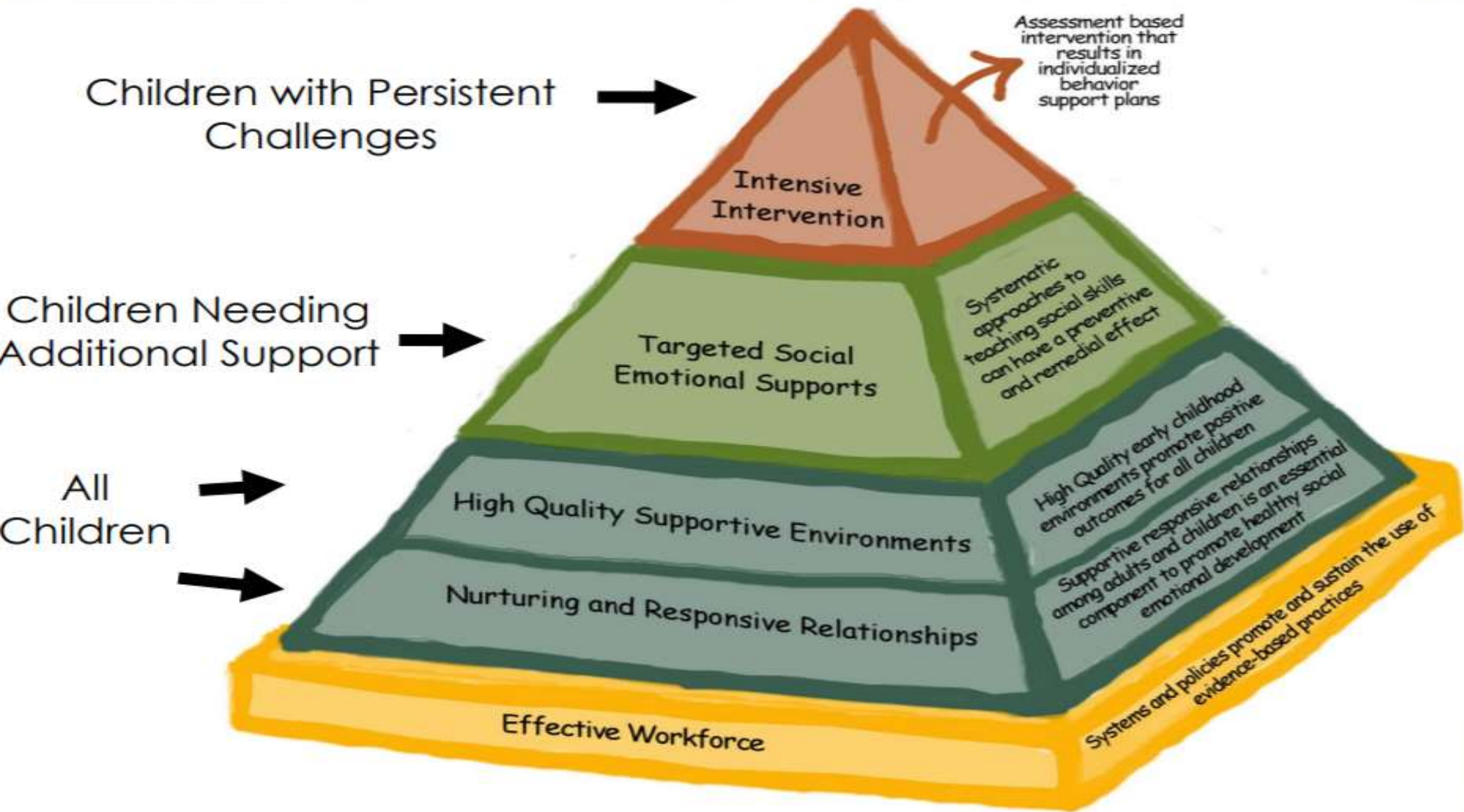


Figure 1. Bronfenbrenner's ecological systems theory
(in Berk & Roberts, 2009, p. 28)

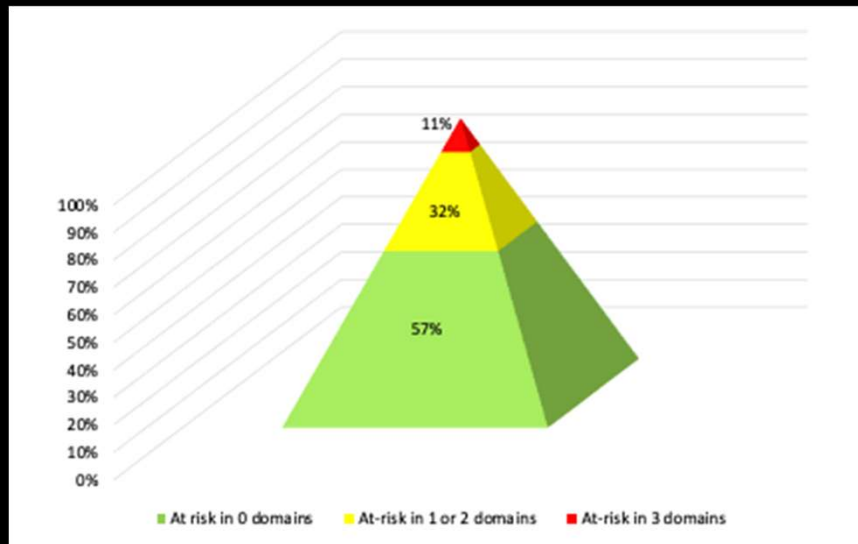
Multi-Tiered Systems of Support (MTSS)



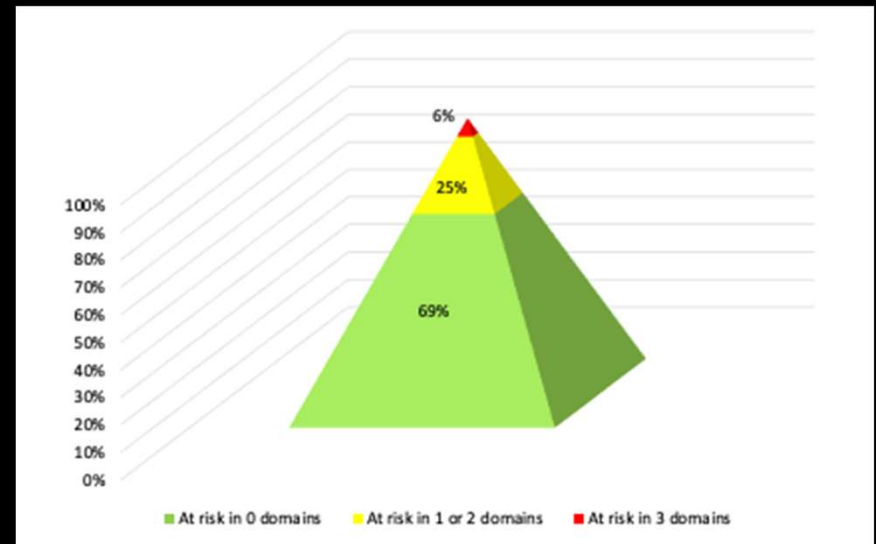


SAEBRS SCREENER – identification, targeting, and progress monitoring

February 2020

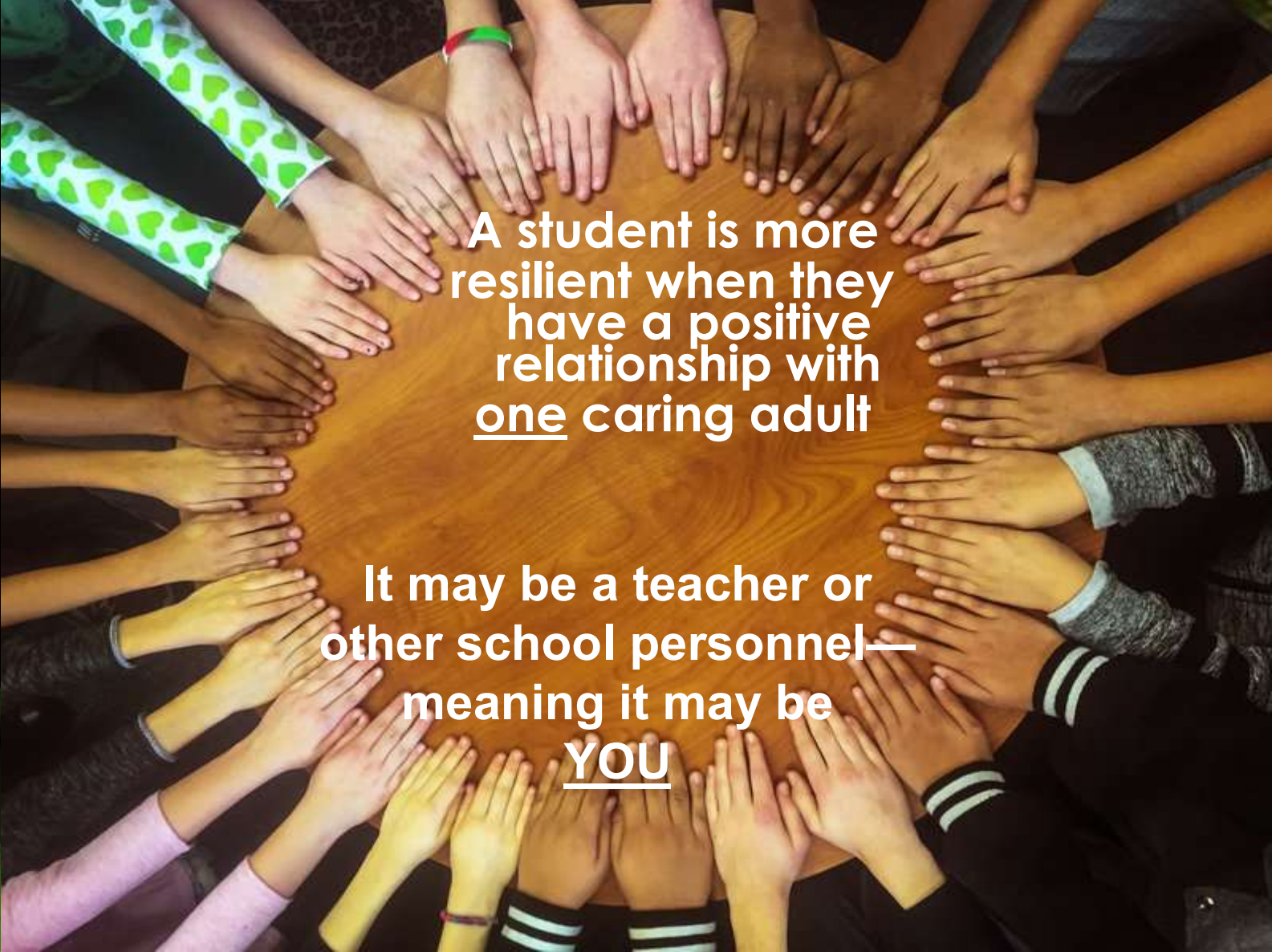


December 2020





They don't **care**
how much you **know**,
until they **know**
how much you **care**.

A top-down view of a large group of diverse hands stacked in a circle on a wooden table. The hands are of various skin tones and are wearing different colored sleeves and wristbands. The text is overlaid on the center of the hands.

A student is more resilient when they have a positive relationship with one caring adult

It may be a teacher or other school personnel—meaning it may be YOU



Teachers Show Appreciation

Students Show Teachers Appreciation



Engagement & Relationships

- Department of Education

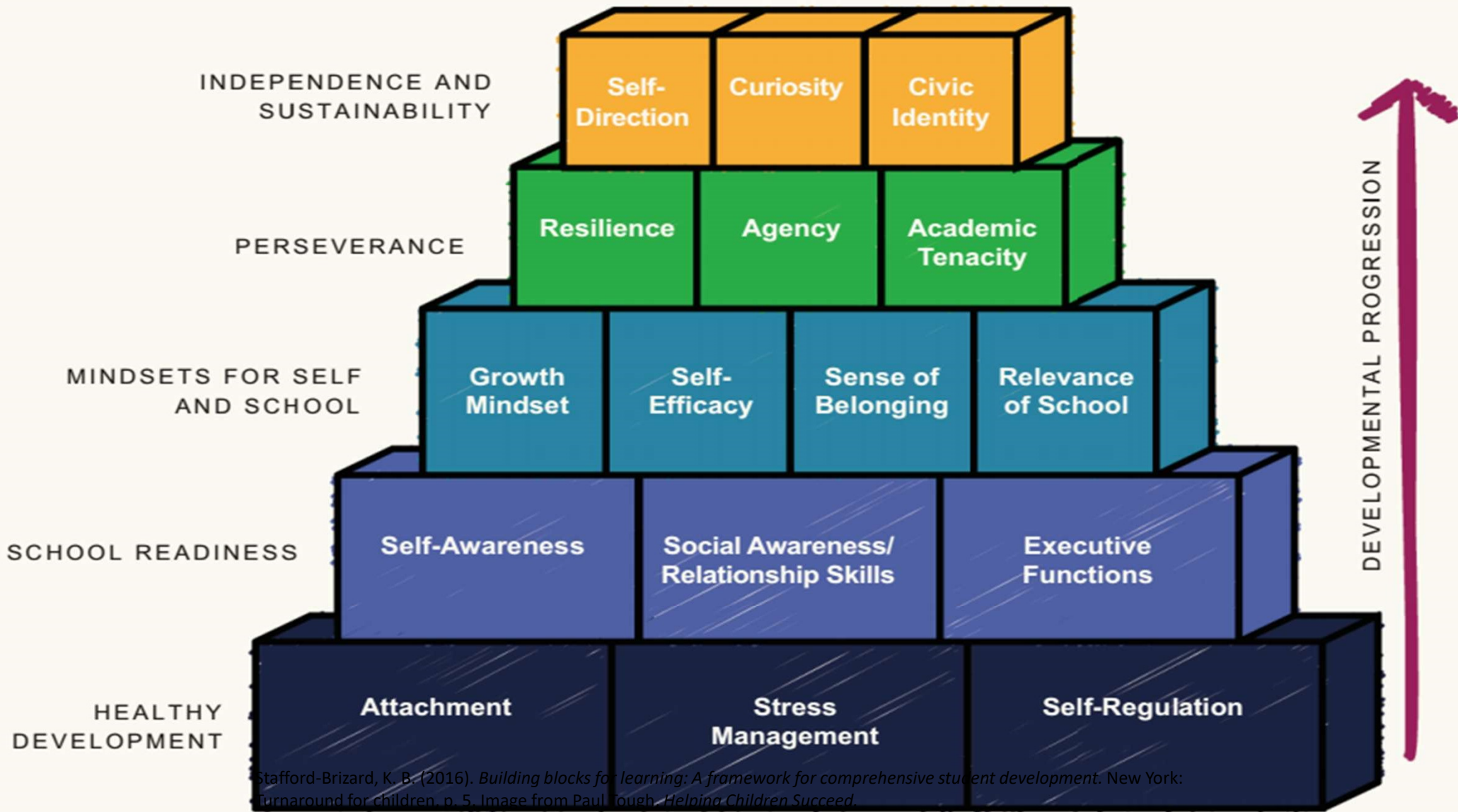


Child Adult Relationship Enhancement

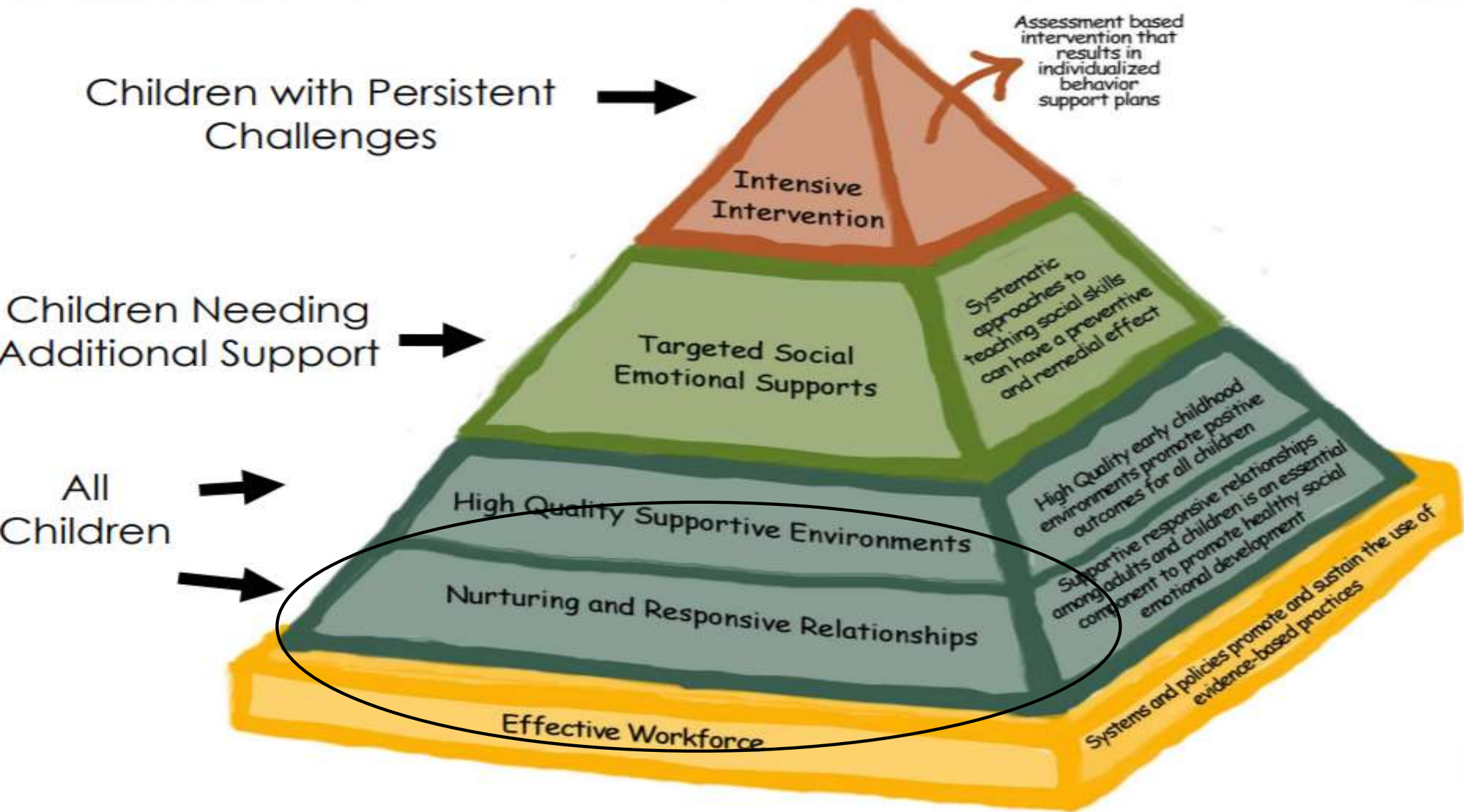
- The importance of **RELATIONSHIPS**

No significant learning can
occur without a significant
relationship.

- James Comer



Stafford-Brizard, K. B. (2016). *Building blocks for learning: A framework for comprehensive student development*. New York: Turnaround for children, p. 5. Image from Paul Tough, *Helping Children Succeed*.



Common/Traditional View	Trauma-Informed View
Students choose behavior and need consequences	Students want to do well but lack the skills or have learned bad behavior patterns
Characterizes student behavior negatively (i.e. manipulative)	Characterizes student behavior constructively (i.e. needs calming strategies)
Uses labels to describe students (“EBD”)	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Behavior is communication and serves a function
Academics focused	Whole-student focused
Student should already know the expectations	Teaches and re-teaches expectations using differentiation
Creates systems that make students work for support	All students receive support regardless of their needs
Staff-centered environment	Student-centered environment
Uses jargon with parents and non-educators	Uses language so that all can understand

DO, OR DO NOT...
THERE IS NO TRY

-YODA



PDSA Cycle



Small Tests of Change (STOC)

- Helps schools make systems change manageable
 - It is not the BIG plan
 - Plan only as much as can Do
- Don't feel like you must start from scratch. Adapt known results and tools.
- Not intended as a to-do list; targets a specific area to change
- Should be able to assess progress within a short period of time (1-2 weeks)

STOC & PDSA: The Train & The Track





Students Show Teachers Appreciation

